

Centres of Vocational Excellence

Summary

This circular provides guidance to Further Education, Tertiary and Specialist Colleges of Agriculture, Horticulture, Art and Design, Performing Arts, Sixth Form Colleges, Designated Institutions and Higher Education Institutions on how the Council intends to implement the Centres of Vocational Excellence (CoVE) Programme. It provides detailed information on how institutions may make proposals to their Local Learning and Skills Council to join the CoVE programme.

It should be read in conjunction with *Centres of Vocational Excellence in Further Education: The Way Ahead* published jointly by the Council and DfES in July 2001.



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Further information

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Summary

This circular provides information on:

- the background, policy and operational objectives of the CoVE programme
- the role of the Learning and Skills Council (the Council) at local and national level in supporting the programme
- those institutions that are eligible to apply for CoVE status
- funding arrangements
- proposal arrangements for colleges to join the CoVE programme and the CoVE proposal form and guidance note is attached at annex A
- the role of the Council at local and national level in supporting colleges seeking to obtain CoVE status
- the role of the Learning and Skills Development Agency (LSDA) in supporting pathfinder colleges in helping to disseminate good practice and establish networks
- the role of the LSDA in supporting local Learning and Skills Councils (local LSCs) and colleges and helping the development of the main CoVE and CoVE extension programme
- indicative information about the evaluation of the programme; and
- contact details.

Centres of Vocational Excellence

Introduction

1 This circular confirms the arrangements whereby eligible colleges can apply to join the Centres of Vocational Excellence (CoVE) programme. It provides details of how colleges can apply for financial support towards the costs they may incur in developing their CoVEs.

Background

2 In the statement *Colleges for Excellence and Innovation*¹ published in November 2000, the then Secretary of State set out an ambitious agenda to 'rebuild the technical instruction that once symbolised the very best of our industrial training system'. The statement called for a 'modern further education sector' contributing fully to the nation's vocational skills and the drive to boost productivity levels through four main objectives:

- ensuring increased participation and achievement on broad and balanced programmes of study for 16-19 year olds
- playing a leading role in providing the technical and vocational skills the economy needs at every level

- widening participation in learning; and
- providing a ladder of opportunity to higher education with a key focus on foundation degrees.

The whole strategy will be underpinned by providing high and improving standards for all learners

3 The CoVE programme was announced in the statement *Colleges for Excellence and Innovation*. The aims and objectives of the CoVE programme were subject to consultation² in March 2001. The responses to the consultation (attached at annex B) have informed the final aims and objectives of the programme, which are set out in a prospectus³ published in July 2001.

4 CoVEs will develop new, and enhance existing, excellent vocational provision that will be focused on meeting the skills needs of employers, locally, regionally, nationally and sectorally. They will seek to give a greater number of individuals from all backgrounds access to the high quality vocational training that they need to succeed in a modern economy. CoVE proposals will reflect the Council's commitment to equality and diversity.

¹*Colleges for Excellence and Innovation, Statement by the Secretary of State for Education and Employment on the Future Education in England*, 21 November 2000

²*Centres of Vocational Excellence: Heralding a new era for Further Education, A Paper for Consultation*, March 2001

³*Centres of Vocational Excellence in Further Education: The Way Ahead*, July 2001

5 The programme addresses four operational and policy objectives:

- to ensure half of all general further education colleges in England have at least one CoVE by 2003/04, which, as a network, creates a strategic distribution of high quality centres, taking account of local, regional, sectoral and national needs
- to encourage collaboration amongst providers and promote the concept of excellence in economically important vocational specialisms
- to help secure enhanced vocational learning opportunities for all learners in further education (FE), and 14-19 year olds in schools, with a key focus on developing employability and career prospects, particularly for those from disadvantaged groups; and
- to increase proactive employer/college engagement to underpin, develop and strengthen innovative and flexible approaches to meeting the nation's current and future skills needs.

What are CoVEs?

6 CoVEs are specialist areas of vocational provision characterised by close links between colleges, other providers, business partners, other employment interests and communities. They aim to produce appropriately qualified and skilled workers with excellent employment and career prospects which meet the needs of the economy.

7 CoVEs will focus on developing the skills and careers of those already in work, enhancing the employability of new entrants to the labour market, and the employment

prospects of those seeking work (including self employment). They will allow colleges to develop, maintain and deliver high quality, specialist provision across a range of new and traditional occupations. They will be innovative in delivering learning that develops both specialist and related general skills.

8 CoVEs will work closely with business and industry. They will extend and strengthen established relationships with employers, which will support:

- a clear and mutual understanding of current and future skills needs and a joint commitment to investing in workforce development
- creative approaches to tackling skills issues that embed a culture of innovation and technical excellence
- excellent quality provision
- learning opportunities that identify and meet learners' and employers' needs in terms of method, time and location of delivery, learning outcomes and have the right balance between on- and off-the-job training
- opportunities for new entrants or returners to a specialist labour market to prepare for the world of work (including work experience) and for those already employed in that labour market to upgrade their skills
- provision which is directly related to the current and future needs of work and fully up to date in terms of specialised content
- strategies to promote access and participation of groups traditionally excluded from learning or disadvantaged in the labour market; and

- teaching staff having up-to-date knowledge and skills.

9 Once CoVE proposals have been formally approved, colleges will join the CoVE programme. They will receive support to develop the relevant specialist area with the aim of obtaining formal recognition as a CoVE within 12 months.

Local Learning and Skills Council

10 Local LSCs will lead in identifying prospective CoVEs and helping them to develop and reach the qualifying standard for joining the programme. In the first 12 months local LSCs will be able to draw upon support from LSDA to support this process.

11 CoVEs will only be established with the full support of their local LSCs, and colleges will want to work closely with their local LSC when developing their proposals. In *Circular 01/01 Strategic Plans, Including Financial Forecasts and Accommodation Data* colleges were asked to set out their initial strategy for involvement in the CoVE programme. Any proposals made to the local LSCs should reflect that initial response.

12 Local LSCs in working with their colleges to develop proposals will need to ensure that the proposed activities are consistent with needs analysis identified in the Regional Development Agencies' (RDAs) Skills Action Plans.

13 CoVE proposals will also need to demonstrate the support of other key partners including: employers (and employer organisations), national training organisations (NTOs) and other key sectoral organisations, RDAs, the Small Business Service, trade unions, local learning partnerships, the Connexions Service and local education authorities. Colleges will need to work closely with other

providers, including employers' in-house training sections, schools, group training associations, private, voluntary and specialist training providers.

14 It is envisaged that CoVE proposals will range in diversity and will reflect other collaborative activity with which colleges and local LSCs are involved. The Council will welcome a range of CoVE proposals. Proposals may come from individual institutions addressing a very specific niche specialism. Other CoVE proposals will come from networks or consortia of colleges working closely to support local, regional or national skills needs. Proposals should demonstrate that colleges are working closely with other providers where appropriate.

Duration of CoVE status

15 CoVE status will normally be awarded for a three-year period after which colleges may have to submit a new proposal for CoVE status. The CoVE approval process will include a facility for the suspension of/withdrawal of CoVE status should acceptable quality standards fail to be maintained.

16 Discussions are taking place with the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) to consider providing separate reports on a CoVE as part of the general inspection that takes place at the college.

Withdrawal or suspension of CoVE status

17 Where an inspection finds the quality of provision in the CoVE to have materially reduced, this may lead to withdrawal or suspension of the CoVE status. There may be other reasons for suspension or withdrawal of CoVE status arising from the LSC's

performance review and other quality monitoring. This process will be managed by local LSCs in partnership with the relevant inspectorate. Suspension or withdrawal of CoVE status will be a matter for local LSCs to determine under normal circumstances. Exceptionally local LSCs may wish the Council's National Policy and Selection Panel (the National Panel) to consider a proposal to suspend or withhold CoVE status.

18 Where a college has been approved to join the programme but fails to achieve the targets set out in the development plan the local LSC may decide to withhold formal recognition of CoVE status. Local LSCs will need to inform the national office of such decisions.

Funding

19 The DfES has announced that up to £100 million of capital and revenue funding will be available for the CoVE programme for the period to 2003/04. Colleges will receive up to £300,000 in the first year they join the CoVE programme. This is to support the development of CoVE status and lead ultimately to formal CoVE recognition. In most cases the developmental phase of the CoVE should take no more than 12 months. Beyond this period, further funding will be available to CoVEs in order to maintain and extend their work. Colleges that are likely to require more than 12 months in the developmental phase may wish to first consider applying to the Council for Standards Funding to support the development of any proposal.

20 Up to £100,000 will be available for activity in the second year of the CoVE and up to £100,000 in the third year (the sums available in years two and three may increase) depending on the availability of funds.

21 If a capital project proposal enables a college to establish or further develop a CoVE it can apply to the Council for additional capital grant support as detailed in Circular 01/06 *Capital Project Grant Support Transitional and Interim Arrangements 2001/02*.

22 Circular 01/02, *Quality Improvement, Standards Fund* confirms that the LSC will work with general FE colleges, NTOs, RDAs and the DfES to prepare for the effective implementation of this programme. Funding from the Council Standards Fund may be available for the preparatory work for developing an individual college's CoVE proposal or for supporting a cluster or wider partnership approach.

23 It is intended that administration should be kept to a minimum. As part of the proposal process (at annex A) colleges will be asked to provide a costed budget based on their CoVE proposal to enable them to carry out their role under the following headings:

- additional or new staffing costs related exclusively to developing or maintaining the CoVE
- market research related to development of the CoVE
- minor works capital expenditure on premises modernisation, conversion and adaptation; equipment replacement and upgrades
- development or purchase of learning materials
- general research and networking with other CoVE colleges, including pathfinder CoVEs (which might include participation in activities that exchange good practice at local, regional and national level)

- quality improvement
- related consultancy costs; and
- support for staff development and training internally and for partner organisations.

24 Up to 60% of the funding available from the Council can be spent on capital items. This will include equipment, minor building works and improvements. Up to 40% of the allocation will be available for revenue expenditure towards the costs of items from the list set out at paragraph 23 above. Consideration will be given to necessary expenditure in other areas not listed above, and in exceptional cases alternative percentages may be considered. Once allocated funds cannot be vired between capital and revenue elements of the budget. It is expected that in years two and three, a CoVE will focus at least half of its additional resources to working with other providers in order to help them drive up quality in specialist provision.

25 Once it has been agreed that a college can be admitted to the CoVE programme, the Council will pay 50% of the individual allocations budgeted in each year, in advance, against an agreed costed budget proposal and expenditure profile, with the remainder paid against evidence of expenditure.

26 In submitting proposals colleges should ensure that the proposed activities are not already in receipt of other Council funding. For example, claims for funding staff development should not already have used Standards Fund support for a CoVE development. Similarly, capital expenditure proposals should not already have been included in a proposal to the Council for capital grant support, or have received, or be due to receive, capital project grant support from the Council.

Proposal arrangements

27 In July 2001 the Council and DfES jointly published a prospectus⁴ confirming the activities that a CoVE would undertake. The likely performance criteria to be used, as the basis of approving proposals was included at annex 1 to the prospectus. These performance criteria, against which all proposals will be measured, are included at appendix 1 to annex A.

28 Forms inviting qualifying colleges to make a proposal for capital and recurrent funding to help them achieve and maintain CoVEs in key vocational specialisms are attached at annex A.

29 Before developing their proposal with the local LSC colleges will need to have:

- agreed in principle with potential partners and the local LSC the areas of specialist activity, and local, regional and/or national and sectoral skills needs
- agreed in principle with the local LSC that it supports a CoVE proposal in that specialism
- considered the possibility of joint proposals with other local, regional or national partners by means of consortia or other forms of networks
- discussed their CoVE proposals with local learning partnerships and other potential local partners; and
- identified their capacity to disseminate good practice and help other providers to drive up quality in specialist provision.

30 Proposals that are likely to be successful will demonstrate that the CoVE meets the

⁴Centres of Vocational Excellence in Further Education: The Way Ahead, July 2001 – Annex 2

performance criteria detailed at annex C and will demonstrate colleges' abilities to:

- analyse and describe the characteristics of vocational excellence for their CoVEs and relevant curriculum areas
 - consider what the college needs to do to sustain the CoVE in the longer term
 - develop plans for improvement which propose strategies for strengthening any areas of weakness and for further developing areas of comparative strength, including innovative approaches to meeting current and future skills needs, and establishing/developing relationships with companies and sectors including NTOs
 - ensure that staff development and consultancy activities are made available to clusters of similar CoVEs and relevant partner organisations
 - ensure that there is a planned exit strategy which will enable the work of the CoVE to be sustained once dedicated CoVE funding ends
 - establish partnerships in order to begin to disseminate lessons learnt from the CoVE to other colleges within the region, sub-region or occupational sector, and to other colleges offering only or mainly National Vocational Qualification (NVQ) levels 1 or 2 specialist provision in the same geographical catchment area. Where they are dealing with a national or regional specialism, this networking will be more widespread. Colleges will also need to engage other relevant training providers
- examine the extent to which their proposals meet these characteristics
 - extend good practice from the CoVE that is relevant to other curriculum areas across the college
 - monitor continuing progress of their CoVEs in conjunction with the relevant local LSC and, the Council's CoVE programme in general. This will include setting detailed targets for retention and achievement by learners; and
 - put in place a needs analysis process, which identifies potential learners not currently participating in education and training. This process will need to address both the needs of new entrants to education and training as well as updating the skills of those in employment.

The Council and the CoVE Programme

31 The Council is a new form of organisation with a strong centre driving national policy implementation. Its strong local arms have considerable autonomy to ensure local needs are being met. The administrative arrangements for the programme are intended to reflect this dynamic.

32 The majority of decisions on CoVE status will be taken locally. However the Council through its National Panel will moderate the process to ensure a spread of skills, programmes and geographical balance. It is expected only to approve proposals in a small number of cases, such as a national specialism, or where there are differing regional priorities requiring moderation.

33 The Council is responsible for encouraging the development of vocational specialisms in colleges and for implementing the CoVE programme. Through its 47 local offices it will work closely with employers, colleges, NTOs and RDAs to identify where learning should be developed or expanded.

34 Implementing the CoVE programme is a key aspect of the Council's work. CoVEs will support colleges in responding to the national skills challenge, enabling them to strengthen and build on their existing relationships with employers, so that they can fulfil a central role in developing the workforce for the 21st Century.

35 This national network of specialist centres will facilitate close links between colleges, business partners and other employment interests. The centres will provide a resource to enable colleges to be more flexible and responsive, and sharply focused on meeting the skills needs of employers at local and sectoral levels. They will build on existing excellence and provide leadership in the development of future excellence.

36 Ministers have set a target that by 2003/4 at least 50% of general further education colleges should have an established vocational specialism for which they are regarded as a centre of excellence locally, regionally or nationally.

Local LSC support for potential CoVE proposals

37 From the outset local LSCs will be integrally involved in developing CoVE proposals with the college. Apart from needing to approve all CoVE proposals in their area, ongoing support from local LSCs is an essential element for the future development of CoVEs. Most local LSCs will have staff with dedicated responsibility for supporting the development,

and monitoring the progress, of their CoVEs. For ease of reference a local LSC contacts list is attached at annex C. Colleges should ensure that their local LSC is kept fully informed about the progress of their CoVE.

38 The Council will support proposals from colleges by:

- developing a framework for endorsing CoVE proposals at local level. This process would feed into a national moderation process particularly in respect of proposals with regional or national significance
- ensuring that a broad curriculum base and a geographical spread are reflected in the network when it is fully established
- facilitating links, where necessary, with other providers in its area which might enhance the success of a proposal by a prospective CoVE including support for proposals for clusters or networks of colleges; and
- providing relevant labour market and other demand-side information.

Proposal Approval Process

39 The Council wishes, wherever feasible, to delegate decision-making on local issues to the local LSCs. Local LSCs will have already been working with their colleges to identify potential individual and collaborative CoVEs. LSCs may draw on the support of the LSDA in assessing and evaluating potential proposals. LSDA will also be available to provide support in the later stages of the process to help colleges develop their CoVE proposals.

40 The National Panel will receive reports on all proposals that are being considered and when they are approved. This will enable it to

retain oversight of the overall proposal process to ensure a spread of skills, programmes and geographical balance is addressed. In addition the National Panel will approve CoVE proposals which have a National specialism, and may be asked to moderate regional proposals.

41 The CoVE approval process will be in three stages. All three stages of this process will be informed by the information provided in the local LSCs own strategic plan, and the strategic plan return colleges have made to local LSCs. It will be aided by the discussion and sharing of information, which will have taken place between colleges and local LSC staff during the preparation and submission of that plan. For ease of reference a process flow diagram is attached at annex D.

Stage 1 – Initial proposals

42 The first stage of the proposal process will see colleges and the local LSC working together with other partners to develop initial proposals. Colleges can then share this initial proposal for CoVEs with their local LSC.

Initial proposals should be completed using proposal form A attached at annex A.

Local LSCs will be asked to provide details of all initial proposals received to the national office. This will enable the National Panel to develop a picture of the range of potential CoVEs, where proposals are being worked up, and any gaps that are emerging in terms of curriculum specialisation and geographical spread. Local LSCs will determine whether the initial proposal will:

- progress to the next stage as a full proposal
- be returned to the college for further minor development

- is sent back for a major rework; or
- is rejected.

43 LSDA will provide support to local LSCs where requested, for the assessment and evaluation of initial proposals if required. Summaries of initial proposals will be shared with the national office which will work with LSDA and produce reports on the progress of the programme to the National Panel.

44 The CoVE programme is a national strategy with a requirement to ensure a spread of skills, programmes and geographical balance. At this stage it is envisaged that the National Panel, having been informed of the level of potential proposals, might ask local LSCs to develop additional proposals, in order to address skills shortage areas or provide a balanced geographical spread.

45 The National Panel will have regard to the criteria relating to the spread of skills, programmes and geographical balance, and may on those grounds ask local LSCs to consider deferring some proposals, and in exceptional cases ask local LSCs to reconsider some of their approvals.

46 Where there is an oversupply of particular specialisms, the National Panel may set a limit to funds available for those specialisms, and indicate this to local LSCs before they move to the second stage of the approval process.

47 Local LSCs may at this stage decide to prioritise the initial proposals they have approved for consideration in the second stage. They may also agree to defer some potential proposals to a later approval round. Local LSCs will need to liaise with neighbouring local LSCs to ensure there is no unnecessary duplication or large geographical gaps at regional or sub regional level.

Stage 2 – Formal proposal

48 The second stage will see successful initial proposals for CoVE status being developed. Colleges are requested to send two copies of their proposals (on form B to annex A) to the local LSC. A third copy should be sent directly to the contact address listed for the national office.

49 Local LSCs will consider these proposals against the CoVE criteria (at appendix 1 to annex A) and consider the indicative costed budgets, which accompany the proposal. Local LSCs will then determine whether they wish to approve the proposal. LSDA can provide support to the local LSCs for the assessment and evaluation of proposals if required. They can also support colleges in the development of their full proposals.

Stage 3 – Formal approval

50 In considering approval of a CoVE proposal, the local LSC will consider the proposal made in the light of its identified local plan criteria and targets, as well as whether it meets the nationally determined CoVE selection criteria.

51 A CoVE proposal which is exclusively contained within a local LSC boundary or travel to work area will normally receive final approval from the local LSC, taking into account where appropriate the views of relevant neighbouring local LSCs. The National Panel will consider reports on all of the proposals for CoVE status that have been approved by local LSCs in order that a national overview of the programme can be maintained.

52 Where proposals have a regional basis the process should involve local LSCs working collectively to support proposals. The final approval of such a proposal would normally rest with the designated local LSC, which

would also seek advice from RDAs on any regional or sub-regional considerations and priorities.

53 Where proposals have national significance, the process may involve local LSCs working individually or collectively in supporting a proposal. The final approval of such a proposal would normally rest with the National Panel.

54 Local LSCs will need to approve the plan (Form B) in order for funding to be made available to the college. Once the proposal is approved by either a local LSC, or where appropriate the National Panel, the college will work with the relevant local LSC, and LSDA if required, to implement the development plan for the first year of the CoVE. The National Panel will be kept informed about the timescales of each CoVE's development plans by local LSCs

Key Dates

55 The first stage initial proposals should be received by 10 December 2001. The second stage formal proposals should be received by 22 February 2002. Local LSCs should have processes in place to ensure that second stage approvals take place before 6 March 2002. This will enable the National Panel to consider the progress of the programme at its meeting in March 2002, and to agree any proposal which may require national approval. Successful applicants will be notified by 31 March 2002, once the Council has considered and approved the proposals at local level, and reviewed and moderated these at national level.

56 Following the initial round of approvals it is anticipated that thereafter CoVE proposals will be dealt with in a quarterly cycle. The Council reserves the right to hold over full proposals to later rounds, if proposals are incomplete and require further development,

or lead to an oversupply of CoVEs in particular specialisms or locations.

57 There will be no fixed date on which colleges will automatically receive CoVE status (although it is anticipated that the development phase will be completed within a 12 month period). The preferred approach is for colleges and the local LSC to agree the timescale and funding support necessary to develop excellence. Once this has happened colleges will then be deemed to have achieved full CoVE status and be entitled to use the CoVE brand. Local LSCs will continue to monitor the progress of CoVE (via the provider performance review and monitoring process) and the CoVE will be inspected as part of the regular arrangements for post 16 provision.

Role of LSDA

58 LSDA is providing support and co-ordination to the pathfinder phase and implementation of the main programme for the next 12 months. LSDA have already started the process of networking amongst the pathfinders and supporting pathfinder colleges in producing their development plans.

59 LSDA has also been commissioned to provide support and coordination for the main implementation phase of the programme for the next 12 months, and in starting the process of networking between pathfinders and local LSCs, and with potential CoVEs.

60 LSDA will be able to support local LSCs in developing the procedures that they will use to approve CoVE status. LSDA will support the national office in reviewing proposals for CoVE status where this is required.

61 LSDA will also be working with local LSCs, where appropriate, to help develop their capacity to administer, assess and manage CoVE proposals and on-going CoVE operations

in their areas. This may include working with local LSCs to enhance their capability to assist colleges in developing, promoting and maintaining CoVEs. It is anticipated that one or more named contacts at each local LSC will provide specific 'CoVE expertise'.

62 LSDA can also support local LSCs to bring together potential CoVE partners in different areas and help in assessing and helping to develop proposals from a number of providers, usually at a local level and also at regional and national level.

63 LSDA, if requested by local LSCs will also be able to help colleges to develop their formal CoVE proposals.

Pathfinder CoVEs

64 The Council has already selected 16 pathfinder colleges detailed at annex E. Pathfinders have a crucial role to play in helping the Council to develop the main programme for CoVEs. They will provide support to other prospective CoVEs. It is intended that pathfinders will demonstrate, very clearly, the benefits that CoVEs will bring to individuals, businesses and the wider further education sector. More information on the work of the pathfinders is found in the CoVE Prospectus.⁵

65 It has already been agreed that pathfinder colleges will receive up to £300,000 in their first year of activity. This is to support the maintenance and further development of their CoVE and their key role in supporting potential CoVEs and sharing their good practice.

66 Pathfinders will roll out into the main CoVE programme at the end of August 2002. Up to £150,000 will be available for activity in

⁵Centres of Vocational Excellence in Further Education: The Way Ahead, July 2001

their first year in the main CoVE programme and £100,000 in year two with a continuing emphasis on supporting the extension of the programme to other colleges. Pathfinder CoVEs may also qualify for additional funding for the main CoVE programme in those areas of activity not already covered in their pathfinder funding. Due to their important role in supporting prospective CoVEs, pathfinder CoVEs will receive additional funding to enable them to maintain that role until the end of 2003/04.

67 A conference for LSC staff and pathfinder CoVEs was organised by LSDA. This conference has enabled pathfinders to start the process of networking amongst themselves and to identify the best models for supporting prospective CoVEs.

Evaluation

68 It will be important that all CoVEs measure the *impact* that their CoVE has had, against the key aims and objectives set out in the *CoVE Prospectus*. To help CoVEs develop a plan evaluation activity, the Council, together with other stakeholders, will be undertaking further work to identify common key performance measures and the ways in which CoVEs might demonstrate the wider benefits gained from the strategy.

69 It is intended that the first phase of the evaluation will focus on the role that the CoVE pathfinders have had. This evaluation will also provide information based on experience, that will inform the development of the process for validating, monitoring and evaluating CoVEs that start to operate during the main programme.

70 The evaluation plan and process will be guided by a Steering Group whose membership will be drawn from a range of CoVE stakeholders.

Links with Inspectorate

71 CoVE status will normally be awarded for a period up to three years. Arrangements are currently being discussed with Ofsted, ALI and the Council's Quality and Standards Directorate, to help ensure that potential CoVE applicants that have not been subject to recent inspection, are able to make a proposal and be appropriately assessed. Ofsted and ALI have been asked to support the CoVE programme through their inspections of vocational provision in colleges.

Contacts

LSC National Office

Greg Cejer 024 76 70 3332

Heather Prosser 024 76 70 3330

email: greg.cejer@lsc.gov.uk

LSC Local Office Contacts

Contact list attached at annex C

LSDA

Helpline and Brokerage telephone
020 7962 1066

email: enquiries@lsda.org.uk



John Harwood, Chief Executive

Annex A: CoVE Proposal Forms

Framework, guidance notes and proposal forms for colleges seeking to develop Centres of Vocational Excellence

The LSC circular on the Centres of Vocational Excellence (CoVE) programme sets out the policy context and invites colleges aspiring to establish CoVEs to submit development plans. This booklet provides proposal forms and associated guidance to help colleges and local LSCs draw up proposals and development plans for CoVE status.

Colleges that wish to apply for CoVE status should complete Proposal Form A in collaboration with their local Learning and Skills Council (local LSC). The main purpose of this is to ensure that the specialist provision is eligible for CoVE status and that it meets identified skills needs. It will also give advance notice of the likely number of CoVE proposals and the range of vocational specialisms.

A copy of completed Proposal Form A should be sent to your local LSC by 10 December 2001 for first round of initial proposals.

Proposal Form B, which includes an audit of current provision and a costed development plan, should be completed after outline approval has been given by your local LSC, and where appropriate in a small number of proposals, supported by the LSC Council's National CoVE Policy and Selection panel. The local LSC, and LSDA where requested, will provide support for the audit and development

planning process. **The completed proposal should be sent to your local LSC by 22 February 2002.**

Guidance Notes

- The establishment of CoVEs should be driven by skills needs. In some cases these may be medium to long term needs in new areas for the college. However, there is an expectation that the college will have expertise in related disciplines.
- The designation of the network of Centres of Vocational Excellence is a strategic process, related to both local and national LSC priorities in a local, regional or national context. There should be a clear link to the priorities within the college strategic plan.
- The establishment of the Centre is a developmental process. It is not anticipated that the specialist provision will meet all of the performance criteria for CoVEs, but colleges should show how their centre would achieve this within the developmental phase.
- The application has to be produced in close liaison with the local LSC and positioned in relation to neighbouring provision.

- The overall track record of the college and evidence of quality in the specialist area will influence outline approval. However, as the college will be supported to develop the CoVE, awareness of need and a strategy for improvement will be taken into account, in addition to the Inspection Grade profile.
- **Colleges wishing to be considered for the first round of CoVE approvals should complete and send their initial proposal form (Form A) to their local LSC no later than 10 December 2001.**

Proposal Form A – Outline proposal for entry to the Centres of Vocational Excellence programme

The college and the local LSC should provide information on the following:	Guidance notes for colleges and local learning and skills councils	CoVE performance criteria ¹
1. College name, address, contact details		
2. Details and contact details of local LSC		
3. Title and brief description of proposed Centre of Vocational Excellence	Title should clearly describe the occupation/vocational specialism	
4. Evidence of need	<ul style="list-style-type: none"> Recent and relevant local, regional, national and/or sectoral needs analyses Volume of need Target group – learners/employers 	1.3, 1.4 1.1
5. Relationship to other provision i. In the college ii. In neighbouring colleges or other providers	Indicate potential for: <ul style="list-style-type: none"> Partnerships Progression agreements Joint staffing Local LSCs should indicate whether they have consulted with neighbouring local LSCs on the proposed development of the Centre	4.1, 4.2 2.7 3.1, 3.3, 3.4
6. Background and rationale for the development	Indicate the college's current work in this or related areas with reference to strategic plans	5.5, 5.4 5.2, 5.3 1.1, 1.5 2.1
7. Brief outline of current capacity in the specialist area and match to CoVE criteria is as footnote ¹	Statement should be based on the headings below: <ul style="list-style-type: none"> Volume and range of provision in the specialist area Profile of teaching staff Resources and accommodation Employer links Learner support in relation to the specialist provision Link to college strategic plans Progression opportunities Partnerships Sustainability 	<ul style="list-style-type: none"> • 2.9, 2.1, 1.4 • 3.1, 3.3, 3.4 • 3.2, 3.3 • 1.1, 1.5 • 1.2, 2.2, 2.3, 5.1 • 5.2, 5.4, 5.5 • 4.1, 4.2 • 1.1, 2.1, 5.6 • 2.4, 2.6, 2.9
8. Development needed to fully meet criteria	This could be adaptation/enhancement of premises and equipment, staff or curriculum development, developing employer links	

The college and the local LSC should provide information on the following:	Guidance notes for colleges and local learning and skills councils	CoVE performance criteria ¹
9. Indicative timescale and development costs	<p>Eligible costs include:</p> <ul style="list-style-type: none"> • additional or new staffing costs related exclusively to developing or maintaining the CoVE • marketing expenditure related to development of the CoVE • minor works capital expenditure on premises modernisation, conversion and adaptation; equipment replacement and upgrades • development or purchase of learning materials • general research and networking with other CoVE colleges, including pathfinder CoVEs (which might include participation in activities that exchange good practice at local, regional and national level) • quality improvement • related consultancy costs <p>support for staff development and training internally and for partner organisations.</p>	
Signed Name: Designation Date (College)	Signed Name Designation Date (Local LSC)	

Two copies of this proposal should be submitted to your local LSC, and a further copy should be sent to LSC's National Office, to Greg Cejer at 101 Lockhurst Lane, Foleshill, Coventry CV6 5SF, by no later than 10 December 2001. Please send a further copy to:

Judith Greenwood
 Learning and Skills Development Agency
 3 Citadel Place, Tinworth Street
 London SE11 5EF

¹See numbered list of criteria in Appendix 1

1. Details of College	
Name of college	
Name of contact	
Address of college	
Telephone number	
E-mail address	
Fax number	

2. Details of Local Learning and Skills Council	
Name of local LSC	
Name of contact	
Address of local LSC	
Telephone number	
E-mail address	
Fax number	

3. Vocational Specialism	
Title and brief description of your Centre of Vocational Excellence	

4. Statistical Data in Relation to the Above

Please provide data for all the cohorts and types of provision and include short course work

Level 3 enrolment data: 1998-1999 1999-2000 2000-2001 ANTICIPATED IMPROVEMENT AS A COVE
[Note any relevant level 2 & 4 work]

Retention data				
Achievement data				
Date of most recent inspection				
Inspection Grade profile				
Self-Inspection report regarding this area				

Note: As you may be aware, the issue of Residential Bursaries for FE students is being investigated. As some Centres of Vocational Excellence will be providing specialist courses in a limited number of locations, travel and accommodation costs may need to be taken into account. We would therefore be grateful for details on the following (both in current provision, and within the period of your development plan):

Likely number of students who would travel daily from outside the 'travel to learn' area

16–19 year olds

19+

Likely number of students who would need some form of residential accommodation

16–19 year olds

19+

Estimated numbers of both of the above who have employed status

Comments on related issues

5. The Audit and Development Plan					
AUDIT		DEVELOPMENT PLAN (2001-02)			
Please provide commentary and examples on the current performance, using the suggested checklist below		Note future goals in relation to the CoVE and timescale for achievement	Indicate Development needs and priorities	State how and when you will measure progress	Provide estimated costs for the developments and likely running costs
<p>5.1 Courses and learning opportunities in the specialist provision</p> <p>(Ref to CoVE Criteria 2.9, 2.1, 1.4)</p> <ul style="list-style-type: none">• Main target groups• Volume of demand• Course development and innovation• Preparation for employment, and/or up-skilling and re-skilling of the workforce• Provision of breadth of study to support specialist skills and knowledge• Extent of flexibility to meet the needs of learners and employers <p>Strategies to maintain viability, especially when meeting episodic and low volume needs</p>					

5. The Audit and Development Plan *(continued)*

AUDIT		DEVELOPMENT PLAN (2001-02)			
Please provide commentary and examples on the current performance, using the suggested checklist below		Note future goals in relation to the CoVE and timescale for achievement	Indicate Development needs and priorities	State how and when you will measure progress	Provide estimated costs for the developments and likely running costs
5.2 Teaching Staff (Ref to CoVE criteria 3.1 ,3.2, 3.4) <ul style="list-style-type: none"> • Maintaining a strong focus on relevant CPD (continuing professional development) • Well-qualified and up to date in their specialisms • Maintaining close contact with modern industrial or commercial practices • Examples to demonstrate that teachers are: <ul style="list-style-type: none"> – Effective – Supportive of their students Use of part-time staff and visiting lecturers still active in the specialist area					

5. The Audit and Development Plan (continued)					
AUDIT		DEVELOPMENT PLAN (2001-02)			
Please provide commentary and examples on the current performance, using the suggested checklist below		Note future goals in relation to the CoVE and timescale for achievement	Indicate Development needs and priorities	State how and when you will measure progress	Provide estimated costs for the developments and likely running costs
<p>5.3 Resources and Accommodation</p> <p>(Ref. to CoVE criteria 3.2, 3.3)</p> <p>Resources are:</p> <ul style="list-style-type: none">• Sufficient• Up to date• Industry standard• Learning materials are appropriate and of high quality• ICT resources are appropriate and of high quality <p>The learning environment meets the needs of all learners</p>					

5. The Audit and Development Plan *(continued)*

AUDIT		DEVELOPMENT PLAN (2001-02)			
Please provide commentary and examples on the current performance, using the suggested checklist below		Note future goals in relation to the CoVE and timescale for achievement	Indicate Development needs and priorities	State how and when you will measure progress	Provide estimated costs for the developments and likely running costs
5.4 Learner Support (Ref. to CoVE criteria 1.2, 2.2, 2.3, 5.1) <ul style="list-style-type: none"> • There is a strong focus on initial assessment and individual learning plans • The centre caters for the needs of individual learners • There is a commitment to broaden participation by people disadvantaged in the labour market • The centre is committed to widening participation to include those not normally represented within the specialist area • The centre provides excellent additional learning support: e.g. key skills, study skills, additional maths, ESOL 					

5. The Audit and Development Plan (continued)					
AUDIT		DEVELOPMENT PLAN (2001-02)			
Please provide commentary and examples on the current performance, using the suggested checklist below		Note future goals in relation to the CoVE and timescale for achievement	Indicate Development needs and priorities	State how and when you will measure progress	Provide estimated costs for the developments and likely running costs
5.5 Strategic Plans (Ref. to CoVE criteria 5.2, 5.4, 5.5) <ul style="list-style-type: none"> The specialist provision is a firm focus of the college's mission and strategic plan The specialist provision and the centre are strongly supported by college governors and management and the local Learning and Skills Council 					
5.6 Progression (Ref. to CoVE criteria 4.1, 4.2) <ul style="list-style-type: none"> There is a ladder of progression into and from level 3 Learners are supported at all stages of progression, including into jobs, by effective transition arrangements Progression and destinations data is collected and used to improve provision 					

5. The Audit and Development Plan *(continued)*

AUDIT		DEVELOPMENT PLAN (2001-02)			
Please provide commentary and examples on the current performance, using the suggested checklist below		Note future goals in relation to the CoVE and timescale for achievement	Indicate Development needs and priorities	State how and when you will measure progress	Provide estimated costs for the developments and likely running costs
5.7 Partnerships (Ref. to CoVE criteria 1.1, 2.1, 5.6) <ul style="list-style-type: none"> The centre has strong links in vocational education and training with schools, other colleges and HEIs The centre is collaborating with NTOs and other external groups There is a relationship to provision in neighbouring local Learning and Skills Council areas 					

5. The Audit and Development Plan (continued)					
AUDIT		DEVELOPMENT PLAN (2001-02)			
Please provide commentary and examples on the current performance, using the suggested checklist below		Note future goals in relation to the CoVE and timescale for achievement	Indicate Development needs and priorities	State how and when you will measure progress	Provide estimated costs for the developments and likely running costs
<div>5.8 Employer Links (Ref. to CoVE criteria 1.1, 1.5)</div> <div><ul style="list-style-type: none">• The centre is meeting employers' needs: locally, regionally and/or nationally• Employers are providing sponsorship and up to date teaching materials• Employers are involved in the design and operation of courses• Employers are providing work placements• Employers provide information on skills and knowledge required• Employers see the college as a source of expertise for training their workforce</div>					

5. The Audit and Development Plan *(continued)*

AUDIT		DEVELOPMENT PLAN (2001-02)			
Please provide commentary and examples on the current performance, using the suggested checklist below		Note future goals in relation to the CoVE and timescale for achievement	Indicate Development needs and priorities	State how and when you will measure progress	Provide estimated costs for the developments and likely running costs
5.9 Sustainability (Ref. to CoVE criteria 2.4, 2.6, 2.9) <ul style="list-style-type: none"> The provision can be sustained in the long term The centre has strategies to develop and sustain the provision and build on success 					
5.10 Transforming Practice (Ref to Cove Criteria 5.6) How will the centre disseminate and extend good practice: <ul style="list-style-type: none"> Across the college? To other COVEs? To other providers? To schools and HEIs? 					

Local LSC Supporting Statement Signed Name Designation Date
College Supporting Statement Signed Name Designation Date

Two copies of this proposal should be submitted to your local LSC, and a further copy should be sent to LSC's National Office, to Greg Cejer at 101 Lockhurst Lane, Foleshill, Coventry CV6 5SF, no later than 22 February 2002. Please send a further copy to:

Judith Greenwood
Learning and Skills Development Agency
3 Citadel Place, Tinworth Street
London SE11 5EF

CoVE Performance Criteria

1. Meeting Skills Needs

A CoVE should:

- 1.1 Actively promote participation by employers in the development and delivery of the specialist curriculum
- 1.2 Concentrate on the needs of learners, including those from disadvantaged groups, with a key focus on employability and career progression
- 1.3 Be meeting local, regional and/or national skills needs identified by the Council, nationally or locally, National Training Organisation (NTO), Regional Development Agencies (RDAs)
- 1.4 Reflect employer/industry needs in the design and delivery of the curriculum
- 1.5 Have a good reputation among employers, nationally, locally or in the specialist sector
- 2.4 Demonstrate consistently strong levels of recruitment to the specialist area of work
- 2.5 Be producing consistently high retention and achievement rates
- 2.6 Demonstrate consistently good or excellent quality teaching
- 2.7 Produce evidence of high progression rates to Further and/or Higher Education (HE), employment, or promotion within employment
- 2.8 Have an appropriate range of courses and qualifications in the specialist area
- 2.9 Normally have a minimum volume of 50 learner enrolments in the particular vocational specialism

2. Providing High Quality Learning

A CoVE should:

- 2.1 Be designing courses on the basis of dialogue with employers and NTOs, and on the basis of skills forecasts and labour market information
- 2.2 Be providing specialist areas of work alongside breadth of study
- 2.3 Give good support to learners
- 3.1 Have well-qualified staff and a staff profile which includes experts in the specialist area
- 3.2 Have industry-standard resources and equipment which may be owned by the college or accessed through other means
- 3.3 Have effective, and adequately funded, staff development programmes to update systematically the pedagogical and subject specialist skills of teaching staff
- 3.4 Have staff who maintain a close working relationship with the industry concerned

3. Resources for Learning

A CoVE should:

³The CoVE performance criteria are attached at Annex C

4. Progression

A CoVE should:

- 4.1 Demonstrate a commitment to collaborative and partnership working, with schools, other providers, employers, NTOs, other colleges, guidance agencies and HE
- 4.2 Demonstrate high progression rates for students into level 3 and to level 4, Further and/or HE, employment, or promotion within employment

5. Mission and Management

A CoVE should:

- 5.1 Be committed to equality of opportunity and support for non-traditional entrants to the vocational areas of work
- 5.2 Demonstrate a commitment by Governors, management and staff to vocational excellence
- 5.3 Display sound financial management of the college and the specialist area
- 5.4 Be prepared and have plans to develop further the college's capacity in the specialist area
- 5.5 Have a focused mission and strategy which addresses the current and future needs of the economy
- 5.6 Have the capacity and be committed to share their experiences across their own college and with other colleges and providers, locally, regionally or nationally as appropriate, and with other agencies (for example, NTOs and employers)

Annex B: Analysis of Responses to the CoVE Consultation

Introduction

In November 2000, the then secretary of state for Education and Employment set out his vision for a modern Further Education sector in *Colleges for Excellence and Innovation*. Central to this vision is a modernisation of the role colleges play in meeting the economic challenges we face. We need a Further Education sector which is flexible and responsive, works effectively with employers and is sharply focused on meeting their skills needs. We must have colleges that are fast moving, first to respond to change and that can give people access to the enhanced vocational learning they need to succeed in a modern economy.

Centres of Vocational Excellence (CoVEs) will be key elements in meeting these objectives. CoVEs will be developed in colleges and will be based on close links between colleges, business partners, other employment interests and communities. They will allow colleges to develop, maintain and deliver high quality, specialist provision, across a range of new and traditional occupations. They will address the needs of all learners, regardless of background, and support them in enhancing their skills and job prospects. They will build on existing excellence and provide leadership in the development of future excellence. CoVEs will earn and retain a reputation for excellence in vocational and technical learning. This will give definition and enhanced standing to the whole college and establish the CoVE as an integral

part of the local, regional or sectoral infrastructure.

In March 2001, the Learning and Skills Council and the Department for Education and Employment published a proposed policy framework for CoVEs and asked key partners for their views on a range of issues relating to how the CoVEs will operate. This report analyses the responses those proposals prompted. The final policy framework, which the Learning and Skills Council published jointly with the DfES in July in *Centres of Vocational Excellence in Further Education: the Way Ahead*, owes much to the overwhelmingly positive views expressed.

There were 157 responses to the proposed policy framework. As some respondents may have offered answers to the questions posed, total percentages listed under any one question may exceed 100%. Throughout the report percentages are expressed as a measure of those answering each question, not as a measure of all respondents.

The organisational breakdown of respondents was as follows:

FE Colleges	68
NTOs	12
6th Form Colleges	9
Private Training Providers	5
Employers (incl. Representative bodies)	4
Other	62

The other category included individual local LSCs, local education authorities, schools and trade unions.

The report starts with an overview and a summary of written responses to the questions posed in the questionnaire, followed by an annex, which provides a quick view analysis of responses by respondent type.

Overview

Overall, the vast majority of respondents were strongly in favour of the proposals in the document. They proposed some additional operational objectives they thought CoVEs should seek to address. These included developing networks with others such as employers and schools and the need for basic level qualifications to be offered alongside ones of a higher level to ensure there were opportunities available for a wider range of people. There were, however, concerns that the document proposes that only FE providers could be eligible for CoVE status.

Many were interested in how CoVES would attract and retain a high calibre of staff. Suggestions included making available opportunities for Continuous Professional Development, relevant and up to date training, secondments to and from industry and up to date facilities, including ICT. In order to determine the location and type of specialism many respondents stressed the need to focus on the local labour market but were concerned that any information used was current. Another important factor was for CoVEs to be easily accessible to a wide range of people and particular focus would be needed for rural providers.

Respondents suggested many criteria that could be used to identify and establish CoVEs. Most said that the past achievements and results of former students and the provider

itself should be a main consideration. Others included what provision is available locally, the commitment from local employers to maintain contact with the CoVE and the retention rates that the provider has achieved previously, this included students who left their course early due to finding work in a relevant field.

Annex C: CoVE Contacts

Local Learning and Skills Council Contact List

LSC	CoVE Contact Name	Telephone Number
Bedfordshire and Luton	Graham Moores	01234 420085
Berkshire	Jim Douglas	0118 908 2169
Birmingham and Solihull	Iris Flaum	0845 019 4143
Bournemouth, Dorset and Poole	Sarah Hughes	0845 019 4148
Cambridgeshire	Lesley Burgess	0845 019 4165
Cheshire and Warrington	Andrea Montgomery	01606 320063
County Durham	Julian Chambers	01325 372332
Coventry and Warwickshire	Sheila Fleming	02476 446033
Cumbria	Lindsay Harford	01900 933332
Derbyshire	Chris Wright	01332 868306
Devon and Cornwall	Tony Williams	01752 754067
Essex	Alison Webster	0845 019 4179
Gloucestershire	Pauline Bailey	01452 450104
Greater Manchester	Sue Bain	0161 261 0408
Greater Merseyside	Elaine Bowker	0151 672 3521
Hampshire and the Isle of Wight	Hilary Chadwick	0845 019 4182
Hereford and Worcestershire	Patrick Cosgrove	01905 721430
Hertfordshire	Chris Hatten	01727 733532
Humberside	Ross Palmer	0845 019 4153
Kent and Medway	Malcolm Staunton	01732 876810
Lancashire	Rachel Curry	0845 019 4157
Leicestershire	Colin Chinnock	0116 228 1820
Lincolnshire and Rutland	Marilyn Hawkins	01522 561561
London Central	Stephen Bagley	0207 904 0761
London East	David Smale	0845 019 4151
London North	Lindsay Boerboom	0845 019 4158
London South	Steven Moore	0845 019 4172
London West	Peter Pledger	0208 929 8494
Milton Keynes, Oxfordshire and Buckinghamshire	Christine Doubleday	01235 556208

Annex C: CoVE Contacts

LSC	CoVE Contact Name	Telephone Number
Norfolk	Ken l'Anson	01603 218847
North Yorkshire	Paul Gregson	01904 385663
Northamptonshire	Janet Swainger	01604 533004
Northumberland	Neville Hall	01670 706242
Nottinghamshire	Jo Simpson	0115 872 0125
Shropshire	Philip Extance/Nigel Bath	01952 2355 66/14
Somerset	David Roxburgh	01823 226041
South Yorkshire	Paul Williamson	0114 267 5147
Staffordshire	Chris Brookes	01782 463018
Suffolk	Mike Dean	01473 883045
Surrey	Nick Wilson	0845 019 4145
Sussex	Sue Dare	01273 783545
Tees Valley	John Rowan	01642 743080
The Black Country	Julie Cosgrove	0121 345 4785
Tyne and Wear	Chris Roberts	0845 019 4181
West of England	Laurence Leader	0117 372 6404
West Yorkshire	Jill Weatherill	0845 109 4171
Wiltshire	Claire Wilson	01793 608046

Annex D: Approval process – flow diagram

'CoVE approval process' This should be read in conjunction with the textual description contained in paragraphs 40-58

	Stage 1	Stage 2	Stage 3
COLLEGE	Submits initial CoVE proposal to its local LSC May be asked to make additional proposals by local LSC where there are shortages of proposals in particular specialisms	Colleges whose initial proposals have been approved are invited to make a formal proposal, which includes a development plan to the local LSC	If their CoVE proposal is approved colleges implement approved development plans. If they have been asked to defer the proposals they can resubmit their proposal at a later stage
LOCAL LSC	Determines whether to accept or defer/reject initial CoVE proposal. If accepted colleges are invited to produce a formal proposal. Informs National Office of summary proposals	Receives formal proposals and approves all locally based CoVE proposals if they meet the CoVE criteria and address local skills needs. National and regional specialisms may be referred to the National Panel for approval. May be asked to make additional proposals where there are shortages of proposals or asked to defer proposals where there are an excessive number of proposals in a specialism	Informed of any approvals made by the National Panel on regional and national proposals and will confirm this with their colleges
NATIONAL OFFICE	Produces a report on the level of initial proposals made to local LSCs whether accepted or deferred to the National Panel	Informed of all local approvals. Will provide reports for the National Policy and Selection Panel	Provides information for National Panel to consider approval of national and some regional CoVE proposals
COUNCIL PANEL	The National Panel may ask local LSCs to encourage additional proposals in shortage areas or defer some proposals where there appears to be over provision in a specialism	Receives report on local approvals and may still wish to ask for additional proposals in skills shortage areas or programme areas that are not covered	Approves all National CoVE proposals and where requested by local LSCs regional or sub regional proposals. Local LSCs informed of the panel's decisions so that they can inform the proposer

Annex E: List of CoVE Pathfinders

College	Vocation	Local LSC
Accrington and Rossendale College	Construction Crafts	Lancashire
The Arts Institute at Bournemouth	Lens based media	Bournemouth, Dorset and Poole
Barking and Havering Colleges	Automotive Engineering	London East
Bradford College	Applied Science	West Yorkshire
Birmingham College of Food Tourism and Creative Studies	Hospitality and Catering	Birmingham and Solihull
Bishop Burton College	Agriculture	Humberside
Lancashire and Morecambe College	Hospitality and Catering	Lancashire
Leeds College of Technology	Print Media	West Yorkshire
Lewisham College	Computing	London East
Richmond Adult and Community College	Business and IT	London South
South Birmingham College	Childcare	Birmingham and Solihull
South East Essex College	Media Technology	Essex
South Tyneside College	National Nautical Centre of Excellence	Tyne and Wear
Sparsholt College	Game, Wildlife and Countryside Management and Fishery Studies	Hampshire and the Isle of Wight
Tameside College	Engineering	Greater Manchester
Warwickshire College	General Engineering	Coventry and Warwickshire

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Reference CIRC/0074/01